Construction and Standardization of Anxiety Measurement test for the Students of Standard 9th and 10th of Anand District

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Abstract:
Anxiety (also called angst or worry) is a psychological and physiological state characterized by somatic, emotional, cognitive, and behavioral components. It is the displeasing feeling of fear and concern. The root meaning of the word anxiety is 'to vex or trouble'; in either presence or absence of psychological stress, anxiety can create feelings of fear, worry, uneasiness, and dread. It is also associated with feelings of restlessness, fatigue, concentration problems, and muscle tension. However, anxiety should not be confused with fear, which is more of a dreaded feeling about something which appears intimidating and can overcome an individual. Anxiety is considered to be a normal reaction to a stressor. It may help an individual to deal with a demanding situation by prompting them to cope with it. However, when anxiety becomes overwhelming, it may fall under the classification of an anxiety disorder. Anxiety can be confused with fear. However, fear is concrete, (a real danger) whereas anxiety is the paranoia of something out there that seems menacing but may not be menacing, and, indeed, may not even be out there.

The statement of problems was "Construction and Standardization of Anxiety Measurement test for Students of standard 9th and 10th of Anand District" The researcher had decided objectives considering her limited sources, energy and time. Independent variables were gender (male-female), standard of students Anxiety Measurement test. Students of standard 9th and 10th of Gujarati Medium school students of Anand District of education year 2011-12 were selected as universe in the present study. Among which 415 students were selected as sample for the present study. To collect data the researcher had constructed self made tool Anxiety Measurement test. After getting data from students, analysis was done by't' value. Null hypothesis was constructed to clear her objectives. Analysis was done for each hypothesis. The field of research was Educational Psychology.

Keywords: *Anxiety, Anxiety Measurement test, Breath, Effect, Heart rate*

1. Introduction
Anxiety takes several forms: phobia, social anxiety, obsessive-compulsive, and post-traumatic stress. The physical effects of anxiety may include heart palpitations, tachycardia, muscle weakness and tension, fatigue, nausea, chest pain, shortness of breath, headache, stomach aches,

or tension headaches. As the body prepares to deal with a threat, blood pressure, heart rate, perspiration, blood flow to the major muscle groups are increased, while immune and digestive functions are inhibited (the *fight or flight* response). External signs of anxiety may include pallor, sweating, trembling, and pupillary dilation. For someone who suffers anxiety this can lead to a panic attack. Sir Aubrey Lewis even suggests that "anxiety" could be defined as agony, dread, terror, or even apprehension

Anxiety is a general term for several disorders that cause nervousness, fear, apprehension, and worrying. These disorders affect how we feel and behave, and they can manifest real physical symptoms. Mild anxiety is vague and unsettling, while severe anxiety can be extremely debilitating, having a serious impact on daily life.

People often experience a general state of worry or fear before confronting something challenging such as a test, examination, recital, or interview. These feelings are easily justified and considered normal. Anxiety is considered a problem when symptoms interfere with a person's ability to sleep or otherwise function. Generally speaking, anxiety occurs when a reaction is out of proportion with what might be normally expected in a situation.The researcher was totally aware of anxiety of students. Hence he has constructed test to measure test and made it standardized.

2. The Statement of the Problem
The title of the problem is as under.
Construction and Standardization of Anxiety Measurement test for Students of Standard 9th and 10th of Anand District.

3. Objectives of the Study
1. To construct Anxiety Measurement test.
2. To standardize Anxiety Measurement test.
3. To establish reliability and validity of score of Anxiety Measurement test of Students of Standard 9th and 10th.

4. Hypothesis of the Study
'Null' hypothesis of the present study is as under.
1. There would be no significant difference between average score of students of 9th and 10th regarding Anxiety Measurement test.
2. There would be no significant difference between average score of boys and girls regarding Anxiety Measurement test.

5. Importance of the Study
Importance of Anxiety Measurement test is as under.
1. Measurement of level of anxiety among Gujarati Medium school students of standard 9th and 10th of Anand District would be possible due to the construction of present test.
2. The present study would be helpful to students, teachers and parents.

3. Students worrying about their study would be identified and suggestions would be given to them.

6. Limitations of the Study
Limitations of the present Anxiety Measurement test are as under.
1. The present study is limited to students of standard 9th and 10th.
2. The present study is limited to students of schools of Anand District.

7. Definitions of the terms
7.1 Anxiety
Distrust and feeling of unprotectedness happening among students regarding physical, psychological, economic, educational, family and morale is called anxiety.

8. Universe and Sample
8.1 Universe
Gujarati medium students studying in standard 9th and 10th of schools of Anand District during 2011-12 were the universe for the present study

8.2 Sample
Several schools were randomly selected from universe. They were selected from Anand District. Students of Standard 9th and 10th were selected by stratified random sampling method. 315 students from standard 9th and 100 students from standard 10th, making total 415 students were selected in sample in which 384 were boys and 31 were girls.

9. Construction of tool
Researcher himself is a post-graduate in psychology and possesses Master degree in education also. The Researcher is teaching in B.Ed. College. The Researcher himself has seen students worrying for various reasons. Moreover researcher is deeply experienced scholar of psychology. So, the Researcher has constructed Anxiety Measurement test with the angle of difficulty value and Discrimination value. Other 15 statements were avoided from the test.

10. Collection of Statements
Researcher had studied deeply literature regarding anxiety. To list out behaviors regarding anxiety researcher visited the students and got information regarding anxiety. Accordingly he has made a list of six fields which are as under:
1. Educational Anxiety.
2. Family
3. Economic worries
4. Physical fitness
5. Psychological fitness.
6. Morale values.

10.1 Construction of pre-test of Anxiety Measurement test

First of all, researcher had constructed 75 statements in preliminary form of Anxiety Measurement test. In the first section students had to write his name, name of his school, standard in which he was studying, Gender (boy and girl) etc. Student had to make a round against 'yes' or 'no' according to his/her concurrence or non-concurrence, after reading the statement.

10.2 Selection of Sample for try-out of preliminary form of Anxiety Measurement test

Table 1
Information of Selection of sample of school students
for preliminary try-out of Anxiety Measurement test

No.	Name of School	Gender	Standard 10th	Total
1.	Shree Laxminarayan High School, Vadtal	Boys	193	193
		Girls	82	82
	Total		**275**	**275**

10.3 Analysis of Preliminary Form of Anxiety Measurement test

There were 75 statements in preliminary form of Anxiety Measurement test. Researcher had found Difficulty Value and Discrimination Value to analyze statements of Anxiety Measurement test. Details of which are given hereunder in table 2.

Table 2
Difficulty Value and Discrimination Value of Statements of
Preliminary from of Anxiety Measurement test

Sr. No. of Statement	Difficulty Value	Discrimination Value
1.	0.49	0.48
2.	0.40	0.45
3.	0.63	0.40
4.	0.52	0.48
5.	0.54	0.49

10.4 Construction of Final Form of Anxiety Measurement test

Researcher had selected 60 statements out of total 75 statements

10.4.1 Construction of Answer Sheet

There was a provision of answer in the Anxiety Measurement test itself to answer students. There were two options to students "yes" or "No". Students had to make round against their choice.

10.4.2 Product Value of Responses of test

There were 60 statements in the Test. There was 1 Mark for the answer 'yes' and 0 for 'no'.

10.5.3 Reliability and Validity
The Reliability and Validity of the AMT is mentioned in following table.

Table 3

Test-Retest reliability	Co-relation with K.G. Desai Anxiety Measurement test
0.55	0.48

11. Collection of the Data
Collection of data was implemented by Anxiety Measurement test from standard 9th and 10th students of schools of Anand District during 2011-12 by the researcher. Researcher had collected data from 415 students of 5 (five) schools through Anxiety Measurement test constructed by himself. There was no time limit to respond Test. Majority of students had filled up details of test during 30 minutes.

12. Analysis of the Data
In the present study, Data were analyzed by Excel programme of Computer into average, S.D. Standard error and t-value from the score which was got out on the basis of each variable.

12.1 Effect of Gender on Average Score of Anxiety Measurement test of Boys and Girls
The effect of gender was calculated by the researcher. The Statistics of the effect of gender is mentioned in table 5.

Table 5

Variable	Total	Average Score	S.D.	t-value
Boys	384	26.53	9.23	6.44**
Girls	31	29.45	5.58	

** Significant at 0.01 level

While observing table 5, significant difference was noted at 0.01 level in the score of Anxiety Measurement test of Boys and girls.

12.2 Effect of standard on Score of Anxiety Measurement test
The effect of standard was calculated by the researcher. The Statistics of the effect of standard is mentioned in table 6.

Table 6
Significance of difference between Average Score of Anxiety Measurement test of students of Standard 9th and 10th

Variable	Total	Average Score	S.D.	t-value
Standard 9th	315	27.39	9.13	2.66**
Std 10th	100	24.75	8.48	

While observing students of score in of Anxiety Measurement test of standard 9th and standard 10th significant difference was noted at 0.01 level.

13. Findings

In this present study following findings were extracted after analyzing and interpretation of data, collected through self-constructed Anxiety Measurement test.

1. Anxiety of girls was observed more compared to boys.
2. Anxiety of students of standard 9th was more than those of standard 10th students.

14. Conclusion

Generalized Anxiety Disorder (GAD) is a chronic disorder characterized by excessive, long-lasting anxiety and worry about nonspecific life events, objects, and situations. GAD sufferers often feel afraid and worry about health, money, family, work, or school, but they have trouble both identifying the specific fear and controlling the worries. Their fear is usually unrealistic or out of proportion with what may be expected in their situation. Sufferers expect failure and disaster to the point that it interferes with daily functions like work, school, social activities, and relationships. Via this study it is concluded that Anxiety effects on human life.

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